

Howard Gardner's
**Multiple Intelligences:
Compiled Descriptions**

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Linguistic intelligence allows individuals to communicate and make sense of the world through language. Poets exemplify this intelligence in its mature form. Students who enjoy playing with rhymes, who pun, who always have a story to tell, who quickly acquire other languages – including sign language – all exhibit linguistic intelligence.

Musical intelligence allows people to create, communicate, and understand meanings made out of sound. While composers and instrumentalists clearly exhibit this intelligence, so do the students who seem particularly attracted by the birds singing outside the classroom window or who constantly tap out intricate rhythms on the desk with their pencils.

Logical-mathematical intelligence enables individuals to use and appreciate abstract relations. Scientists, mathematicians, and philosophers all rely on this intelligence. So do the students who “live” baseball statistics or who carefully analyze the components of problems – either personal or school-related--before systematically testing solutions.

Spatial intelligence makes it possible for people to perceive visual or spatial information, to transform this information, and to recreate visual images from memory. Well-developed spatial capacities are needed for the work of architects, sculptors, and engineers. The students who turn first to the graphs, charts, and pictures in their textbooks, who like to “web” their ideas before writing a paper, and who fill the blank space around their notes with intricate patterns are also using their spatial intelligence. While usually tied to the visual modality, spatial intelligence can also be exercised to a high level by individuals who are visually impaired.

Bodily-kinesthetic intelligence allows individuals to use all or part of the body to create products or solve problems. Athletes, surgeons, dancers, choreographers, and crafts people all use bodily-kinesthetic intelligence. The capacity is also evident in students who relish gym class and school dances, who prefer to carry out class projects by making models rather than writing reports, and who toss crumbled paper with frequency and accuracy into wastebaskets across the room.

Interpersonal intelligence enables individuals to recognize and make distinctions about others’ feelings and intentions. Teachers, parents, politicians, psychologists and salespeople rely on interpersonal intelligence. Students exhibit this intelligence when they thrive on small-group work, when they notice and react to the moods of their friends and classmates, and when they tactfully convince the teacher of their need for extra time to complete the homework assignment.

Intrapersonal intelligence helps individuals to distinguish among their own feelings, to build accurate mental models of themselves, and to draw on these models to make decisions about their lives. Although it is difficult to assess who has this capacity and to what degree, evidence can be sought in students’ uses of their other intelligences – how well they seem to be capitalizing on their strengths, how cognizant they are of their weaknesses, and how thoughtful they are about the decisions and choices they make.

Naturalist intelligence allows people to distinguish among, classify, and use features of the environment. Farmers, gardeners, botanists, geologists, florists, and archaeologists all exhibit this intelligence, as do students who can name and describe the features of every make of car around them.

MI Inventories and Resources

Compiled by Crystal Greer, A+ Fellow



www.ldpride.net/learningstyles.MI.htm

Learning Style Inventory

*very good explanation of MI and Learning Styles

www.engr.ncsu.edu/learningstyles/ilsweb

44 question inventory

www.mitest.com/o2ndary.htm

Youth Version ages 13-18, 77 questions, scores immediately (7 areas minus nature smart), good questions for age group

*resource for our MS and HS teachers

www.surfaquarium.com/MI/inventory.htm (This one has the list of characteristics used in the MI 101).

Inventory and a lot of information

www.familyeducation.com/article/0,1120,4-3201,00.html

*great Parent link

www.ldrc.ca/projects/miinventory/mitest.html

resource to print out

*can set your own scale (number system, or smile face) depending on age level

<http://www.infed.org/thinkers/gardner.htm>

Background on Howard Gardner

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/index.htm

Online MI Inventory – creates color wheel for individual or group MI Levels

Frames of Mind: The Theory of Multiple Intelligences by Howard Gardner

Intelligence Reframed: Multiple Intelligences for the 21st Century by Howard Gardner